



Morelands Primary School

*with resourced provisions for
Assessment and Language Impairment*

ASSESSMENT RESOURCED PROVISIONS

ADMISSIONS POLICY

The policy for admitting children to Development Assessment Resourced Provisions (DARPs) has been determined between schools and Hampshire County Council through the Special Educational Needs (SEN) Service.

All children referred to the DARP will have significant learning needs as described within the HCC criteria for statutory assessment. Please see below link:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sen/senguidance/sencriteria>

INTRODUCTION

‘Some children with learning difficulties will be identified before school age and the great majority should be identified very early in their school careers. In most cases they will have speech, language and communication delay and difficulty in acquiring basic literacy and numeracy skills. Their general level of academic attainment will be significantly below that of their peers. Some may also have poor social skills and may show signs of emotional mental and social difficulties.’

Specifically, DARPs cater for pupils with:

- Delay in language development and/or co-ordination difficulties, perpetual motor skills etc
- Developmental delay in one or more areas
- Associated behaviour and adjustment difficulties such as poor concentration span and poor social skills. These behaviour difficulties may have an impact on learning or result from lack of success in learning.

DARPs will cater for children from Year R to Year 2.

Assessment and individually tailored educational programmes will be provided for children identified with special educational needs – as detailed above.

It is anticipated that most children in the DARPs will remain there until integration into their local school. There will, however, be some pupils who will need to move on to a special school or other specialist resourced provision attached to a mainstream school.

It is an expectation that the DARPs will be liaising closely with the mainstream school originally identified through the admission process and to remain closely linked during the assessment period.

An aim of the DARP will be to integrate pupils in the mainstream classes within the school wherever possible. The extent of integration will vary from individual child to individual child over time. Such integration will be detailed as part of that child’s individual educational plan.

ADMISSIONS CRITERIA

Children referred for admission will have significant special educational needs in one or more of the areas identified above.

Ideally children will be in the Foundation Stage age group or in Year 1 when admitted although it is recognised that DARPs may sometimes need to admit children early in Year 2.

Not suitable for admission would be children who:

- Show severe global developmental delay
- Show specific needs associated primarily with physical or sensory impairment
- Show severe communication disorder/autism
- Show severe emotional disturbance

ADMISSIONS PROCEDURES

Following a panel meeting which makes placement recommendations, all requests for admission will come from the SEN Service accompanied by either:

- A referral package made up of some or all of the following information:
 1. *Pen portrait of the child – to include reasons for making application, child's strengths, areas of need, intervention tried and outcomes.*
 2. *Area Inclusion Co-ordinator's notes to setting*
 3. *Community Paediatrician report/therapist reports*
 4. *Months of Development – Early Years foundation Stage*
 5. *Parental comments*
 6. *May also contain reports from other professionals.*

OR

- In exceptional cases an Education, health and Care Plan

After receiving a request for admission, the Headteacher will respond within ten working days, saying either that a place is available and arrangements for the child's admission will proceed, or that the school feels it is unable to offer a place. The latter may be the case if the provision is full or if the school feels it is unable to meet the child's needs in view of the balance of needs within the current group. Such reasons would need to be clearly outlined. In exceptional circumstances, the school may be required to take the pupil by the SEN Service.

REVIEW ARRANGEMENTS

Children's progress will be reviewed with parents, Educational Psychologist, Headteacher or Teacher in Charge of the DARP and class teacher at the end of the first term in the DARP. At this initial meeting, an education plan, drawn up for the child, will be shared. Other professionals involved with the child will be invited at the discretion of the Headteacher or Teacher in charge of the DARP. For children with an Education, health and care Plan, the statutory review arrangements apply.

Options to be considered at the review meeting would include:

- To agree an education plan to be followed within the DARP and set up a second review meeting to evaluate progress;

- To recommend to the SEN Service that the child seems likely to have long-term special educational needs and that a statutory assessment should be initiated. Any resulting Education, health and Care Plan may recommend extended placement in the DARP as the most appropriate way of meeting the child's needs or may recommend an alternative placement elsewhere.
- To recommend that the child's needs have been assessed and addressed in the short-term and that the child should return/be admitted to the local school with advice on a future educational programme.

LINKS WITH PARENTS, MAINSTREAM CLASSES AND LOCAL SCHOOLS

Close links will be maintained with parents from admission, through regular consultation and through review and planning meetings.

The aim of the DARP will be to integrate pupils into the schools' mainstream classes as appropriate, and with mainstream pupils for specific social activities. Small numbers of selected pupils from mainstream will be invited to join the DARP children for specific activities in the DARP as appropriate. Individual integration programmes will reflect the child's needs and will vary over time.

Links will be established with previous schools that the children have attended and also schools where the children will be moving to at an appropriate time for integration.

MOVING ON ARRANGEMENTS

If a completed statutory assessment of special needs recommends alternative special provision, then the SEN Service will advise on appropriate action.

If it is felt that the educational objectives of the placement have been met and that the child should return to a local mainstream school, a review meeting should be called by the DARP to which a representative of the receiving school will be invited and dates/timescales agreed. The Teacher in Charge of the ARP will advise the SEN Service of the proposed move.

Any school receiving a child from DARP will automatically receive the maximum SENSA payment for the remainder of the key stage.

In the event that a receiving school is reluctant to admit/re-admit the child, the Teacher in Charge of the DARP will seek advice from the SEN Service.

Whichever setting is agreed on, the child will undertake a period of transition with a transition programme being agreed between the DARP, the receiving school and the parents. This would involve parents visiting the new school/provision with their child as well as the new school/provision staff visiting the child in the DARP. The child would then attend the new school/provision with support from DARP staff for short periods of time before eventually being supported in their new setting by that settings' staff.

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